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ABSTRACT

The handbook is designed as an introductory text on reading instruction for teachers of English as a Second Language. The first chapter explores the nature of reading through a series of activities that help identify the kind of knowledge one draws on and the strategies one uses in reading. Chapter 2 reviews key theories of reading that have informed teaching in recent years. Chapters 3 through 6 offer practical ideas and guidance for teaching reading. In chapter 3, a brief look at the importance teaching reading in language programs leads to a detailed discussion of learner needs. The fourth chapter discusses program and lesson planning and provides guidance for establishing goals and objectives and for selecting and sequencing texts. Attention is given to integrating reading with other language activities. Chapter 5 provides pointers for adapting texts for teaching, and chapter 6 suggests sample reading and reading-related activities. Chapter 7 focuses on assessment of reading, including placement, diagnostic, formative, and achievement testing. In chapter 8, ten commonly asked questions and reading instruction are addressed. Each chapter includes pre-reading questions, and some chapters present tasks to reinforce and clarify portions of the text. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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